

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Section 31, Spring 2014

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Office Hours:	MW 1:30 – 2:30, TR 2:30 – 3:30 and by appointment
Class Days/Time:	MW 10:30 – 11:45AM
Classroom:	MUSC 210
Prerequisites:	Passage of English 1A (C or better) or approved equivalent.
GE Category:	Written Communication C3

Course Description

English 1B is the second course in SJSU's two-semester lower-division composition sequence. Beyond providing repeated practice in planning and executing essays, and broadening and deepening students' understanding of the genres, audiences, and purposes of college writing, English 1B differs from English 1A in its emphasis on persuasive and critical writing (with less attention paid to the personal essay), its requirement for fewer but longer essays, and its introduction to writing informed by research. Students will develop sophistication in writing analytical, argumentative, and critical essays; a mature writing style appropriate to university discourse; reading abilities that will provide an adequate foundation for upper-division work; proficiency in basic library research skills and in writing papers informed by research; and mastery of the mechanics of writing.

Course Goals and Student Learning Objectives

Building on the college-level proficiencies required in English 1A, students shall achieve the ability to write complete essays that demonstrate advanced proficiency in *all* of the following:

- Clear and effective communication of meaning.
- An identifiable focus (argumentative essays will state their thesis clearly and will show an awareness, implied or stated, of some opposing point of view).
- An appropriate voice that demonstrates an awareness of audience and purpose.
- Careful attention to review and revision.
- Effective and correct use of supporting materials, including independent research (e.g., quoting, paraphrasing, summarizing, and citing sources);
- Effective analysis, interpretation, evaluation, and synthesis of ideas encountered in multiple readings.
- Effective organization and development of ideas at paragraph and essay levels.

- Appropriate and effective sentence structure and diction.
- Command of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

Student Learning Objectives:

SLO 1: Students shall write complete essays that demonstrate the ability to refine the competencies established in Written Communication 1A.

SLO 2: Students shall write complete essays that demonstrate the ability to use (locate, analyze, and evaluate) supporting materials, including independent library research, and identify key concepts and terms that describe the information needed.

SLO 3: Students shall write complete essays that demonstrate the ability to select efficient and effective approaches for accessing information utilizing an appropriate investigative method or information retrieval system.

SLO 4: Students shall write complete essays that demonstrate the ability to synthesize ideas encountered in multiple readings.

SLO 5: Students shall write complete essays that demonstrate the ability to incorporate principles of design and communication to construct effective arguments.

SLO 6: Students shall write complete essays that demonstrate the ability to identify and discuss issues related to censorship and freedom of speech.

Information available online

You are responsible for reading the following information online at <http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

Required Texts/Readings

***Everything's an Argument* (without readings) by Andrea Lunsford and John Ruskiewicz, 6th Edition**

Print ISBN: 978-1-4576-0606-9

***They Say, I Say* by Gerald Graff and Cathy Birkenstein, 2nd Edition**

Print ISBN: 978-0-393-93361-1

SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford

Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin’s online
(<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

Other Readings

Expect additional readings and materials by email.

Classroom Protocol

- Arrive to class everyday on time and with all of the homework and reading completed. Be ready for quizzes and activities related to the homework.
- Open discussion is encouraged. Ask questions, give comments and observations, interact with your peers and myself.
- Be respectful of your peers’ opinions during discussion and give thoughtful responses and feedback, whether it’s verbal or written.
- Do not use technology for social media or entertainment purposes during class time. However, you may use your phone and/or laptop to look up sources and facts on the internet, take notes, and write in-class assignments.

Late Policy

All work must be turned in during class, except for essays drafts which can be emailed to me at least 2 days before the final draft is due. Late essays will be docked 50% of the total points and then further docked according to what grade it would have received. Absolutely no late journals will be accepted. In-class activities cannot be made up.

Expected Workload

SJSU classes are designed such that in order to be successful, students are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignments and Grading Policy

Grading: A-F. To take the Writing Skills Test and move on to upper-division coursework, students need a C or better in English 1B.

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	59-0
A	93-96	B	83-86	C	73-76	D	66-63		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

Assignment	Description	SLO	Total: 1000
Writing Sample (Out of Class)	not graded; 600 words	1	10
Essay 1	1200 words	1 – 5	100
Essay 2	1500 words	1 – 5	100
Essay 3	1500 words	1 – 5	100
Proposal & Annotated Bibliography	1-2 page proposal for your research project, accompanied by at least 10 sources pertaining to your research topic that are correctly cited with a brief description of each source	3, 4	20
Research Project	2000 words	1 – 6	200
Conferences	You are required to send me two drafts of each of your essays before the final due date. The first draft is worth 30 points; the second draft is worth 10 points. Feel free to meet with me in my office to discuss revision strategies.	1	120
Writing Partners (3)	Over the semester, we'll be corresponding with a class from Anne Darling Elementary School.	1, 4, 5	30
Revision Workshops (6)	Students will critically read the work of their peers and provide content-based suggestions & questions.	1, 2, 5	60
Journals (12)	1 page (double spaced) journals are due most class periods. All journals must have a thesis of some kind, clarity in expression, and depth in ideas/reflection.	2, 4	120
Participation	Contribute meaningfully to class discussions and activities. Complete in-class handouts, quizzes, and other assignments.	1 – 6	40
Final Reflection Paper	The final paper is designed to get you thinking about your specific challenges, your strategies for improvement, your successes and failures, and your goals for the future as a writer. 1200 words	1, 2, 4, 5	100

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring, the Writing Center also offers workshops every semester. To make an appointment or to refer to online resources, visit <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Peer Connections

Peer Connections provides course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on topics including preparing for the Writing Skills Test (WST), improving your learning and memory, and alleviating procrastination. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

ENGL 1B Schedule

TSIS: *They Say, I Say* EA: *Everything's an Argument*

Schedule is subject to change with fair notice during class and by email.

Date	In Class (general)	Homework due
M 1/27	Meet & Greet, Syllabus, Assign Writing Sample	None
W 1/29	Assign Essay 1 (Evaluation), Academic Writing & "I Take Your Point"	Writing Sample EA (214-233); TSIS (1-15, 141-144)
M 2/3	Pathos, "They Say" & "What's Motivating This Writer"	Journal 1 EA (30-40); TSIS (19-29, 145-155)
W 2/5	Ethos, Summarizing & Quoting	Journal 2 EA (42-53); TSIS (30-51)
M 2/10	Writing Partners! Logos & "Yes / No / Okay, But"	Journal 3 EA (55-73); TSIS (55-67)
W 2/12	Workshop	Draft of Essay 1 Due
M 2/17	Fallacies & "And Yet"	Journal 4 EA (74-88); TSIS (68-77)
W 2/19	Assign Essay 2 (Causal)	Essay 1 Due EA (242-263)
M 2/24	"Skeptics May Object," "So What? Who Cares?" & "Agonism in the Academy"	Writing Partners Draft due TSIS (78-101, 214-220)
W 2/26	No Class	
M 3/3	"Tying It All Together" & Letter Workshop – due by end of class	Journal 5 TSIS (105-138)
W 3/5	"The Data Suggest" & "Nuclear Waste"	Journal 6 TSIS (156-174, 206-213)
M 3/10	Receive letters & "Analyze This"	Journal 7 TSIS (175-192)

W 3/12	Library Session (tentative)	Letters Due
M 3/17	Workshop	Draft of Essay 2 Due
W 3/19	Assign Essay 3 (Rhetorical Analysis)	Essay 2 Due EA (90-119)
3/24 – 28	Spring Break!	
M 3/31	No Class – Cesar Chavez Day!	
W 4/2	Documenting Sources	Journal 8 Research the citation and formatting style guide that is most used by your major and complete the handout
M 4/7	Presenting Arguments	Journal 9 EA (344-364)
W 4/9	Workshop	Draft Essay 3 Due
M 4/14	Assign Proposal & Annotated Bibliography; Assign Research Project (Definition)	Essay 3 Due EA (187-204)
W 4/16	Style in Argument	Journal 10 EA (309-325)
M 4/21	Receive letters	Proposal and Annotated Bibliography Due
W 4/23	Visual and Design	Journal 11; Letters Due EA (326-343)
M 4/28	Workshop/Presentations	Research Draft Due
W 4/30	Workshop/Presentations	Research Draft Due
M 5/5	Assign Final Reflection Essay	Research Project Due
W 5/7	Reflection Cont.	Journal 12 Bring all of your work thus far
M 5/12	Prepare for Final Day. Workshop.	Draft of Reflection Essay Due
R 5/15	Culminating Event: 9:45am – 12pm Bring a final letter/gift for your partner; Final Reflection Essay Due	